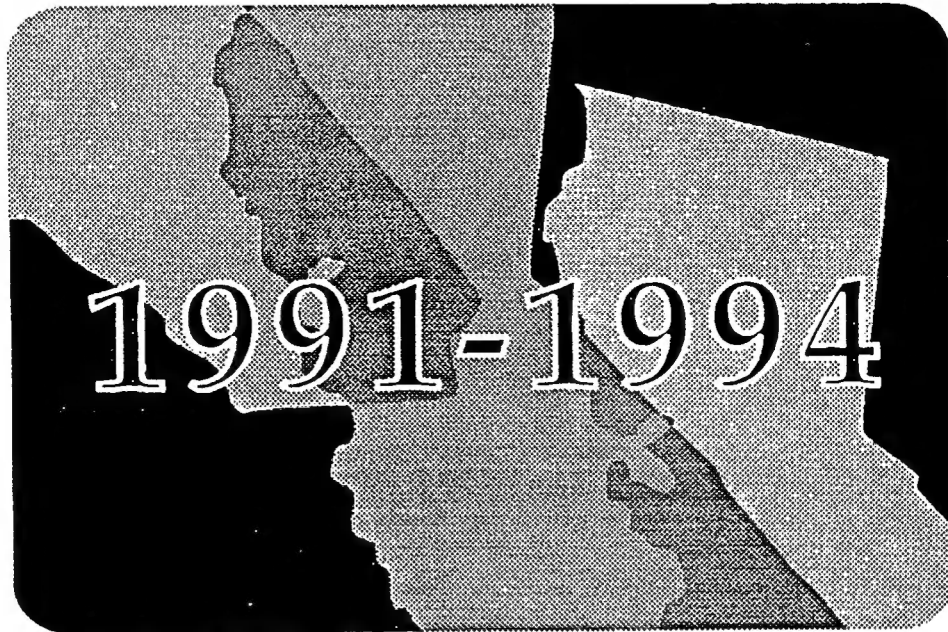


# STRATEGIC IMPLEMENTATION PLAN

To address the needs of  
Students with Low Incidence Disabilities  
through

## REGIONALIZATION



Developed by the  
Special Education Division  
California Department of Education

in cooperation with Parents, Administrators, Consumers, Teacher Trainers,  
and Personnel Serving Students with Low Incidence Disabilities

September 1991

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## PREFACE

One of the eleven areas in the California Strategic Plan for Special Education is Regionalization for students with low incidence disabilities. The needs of low incidence students and their parents, teachers, and support staff are "real," "varied," and not consistently being met. This is evidenced in the quality study completed in 1989 through the San Francisco State University study of low incidence students which identifies the variety of needs.

The needs are varied in multiple ways:

- a) There are personnel needs - at the school level for specialized educational personnel; training symposiums, equipment, curriculum.
- b) There are parenting needs - especially in expanding their understanding of the full range of program options and sources available.
- c) There are individual student needs, educational needs, communication needs, related service needs.
- d) There are a broad range of needs depending on the service area - urban, suburban, and especially rural.

The needs are extensive. They are well-documented, appropriately articulated through multiple pieces of legislation introduced over the past several years,

and the needs are not just limited to California - they exist across the country.

This Strategic Implementation Plan for Regionalization, developed by the special education community in California (in cooperation with the Department of Education), is exciting. It is exciting because we fully recognize that there are problems and we are going to do something about them. In addition, \$200,000 has been targeted for regionalization in the FY 1991-92 budget.

I am hopeful we will unite in our efforts to define the concept of regionalization and develop programs to meet these diverse needs.

This is a time to be positive, sort out all possible alternatives, and develop quality programs for low incidence students and their families.

Appreciation is extended for the contributions, advice and assistance provided by those identified in the acknowledgements and to Jack Hazekamp who coordinated the development of this plan, with the valuable assistance of the other low incidence consultants in the Division: Margo Dronek, Jules Spizzirri, Janine Swanson and Jeanne Vlachos.

Patrick Campbell  
*Associate Superintendent and Director,  
Special Education Division*



## TARGET GOAL

**S**tudents with low incidence disabilities in California will receive effective and equitable quality programs and coordinated services which are designed to meet their individual educational needs. Teachers, specialists, support staff, administrators, parents and community members will receive sufficient training to ensure that the types and levels of service are appropriate to meet the unique needs of these students.

## DEFINITIONS

**Low Incidence Disability:** (Education Code Section 56000.5): "means a severe handicapping condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe handicapping conditions are hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof."

**Regionalization:** An approach involving Special Education Local Plan Areas (SELPA) and other agencies which work together in a Co-operative (Co-op) to improve the coordination and quality of program options and services to students with low incidence disabilities, their parents, personnel who serve them, and administrators responsible for their programs.

**Co-op (Co-operative):** A regional administrative structure which would better meet the needs of low incidence students by permitting SELPA, State Special Schools, State Department of Rehabilitation or other agencies to collectively provide a broader range of coordinated, quality program options and services to low incidence students than each of these agencies could provide individually. A co-op could also include other educational agencies for special purposes. For example, a number of SELPA (or co-ops) could work together cooperatively with Institutions of Higher Education (IHEs) to provide preservice and/or inservice for personnel serving students with low incidence disabilities.

## ACRONYMS

Appendix B contains a listing of acronyms used in this document for readers who may not be familiar with the terminology and definitions used in California.





## ACKNOWLEDGEMENTS

The initial drafts of this plan were developed through two Director's Forums on Regionalization. Invited participants and observers at these forums represented a broad spectrum of individuals, organizations and public and private agencies in the education of students with low incidence disabilities in California:

Kay Atchison, Administrator  
Placer/Nevada County SELPA

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Santa Cruz/San Benito County SELPA

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Palo Alto Unified School District

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Judy Featherstone, Teacher of the  
Hearing Impaired, Marin County

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State Special School/Services Division

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San Diego Unified School District

Jackie Kenley, Parent of a Deaf-Blind Student

Sarge Kennedy, Director  
Tehama Co. SELPA

Henry Klopping, Superintendent  
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Sandee Kludt, Director  
Tri-County SELPA

Donna Lyall, Teacher/Parent of an  
Orthopedically Impaired Student

Jim Lyons, Director of Special Education  
Sutter County Office of Education

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California School for the Deaf, Riverside

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Catherine Walsh, Parent of a Hearing  
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The Division is also grateful for the early input provided by the Advisory Commission on Special Education and from participants in a workshop at the Fall Conference on Special Education, as well as at meetings held with general and disability-specific organizations representing administrators, professionals, parents and consumers.

In May 1990, four regional meetings were held throughout the state to receive input on the draft plan. The Division is grateful to those who attended the meeting and provided specific input on this plan. The Division is also grateful to the California School for the Deaf (Fremont) and the California School for the Blind for assistance in printing and mailing.

Jack Hazekamp, Consultant, Special Education Division, coordinated the development of this plan with the assistance of the other Low Incidence Consultants with expertise in the education of students with low incidence disabilities: Margo Dronek, Jules Spizzirri, Janine Swanson, and Jeanne Vlachos. Leadership and administrative support was provided by Patrick Campbell, Assistant Superintendent of Public Instruction/Director, Special Education Division, as well as Steve Johnson, Administrator, State-wide Programs Unit. Clerical support was provided by Susan Broadbuss, Jan Carter, Barbara Florentine, Jackie Sifuentes and Julie Thomas.

**I**f you have any general questions or need more information regarding this plan, please contact Jack Hazekamp at (916) 657-3213. For programmatic questions and information please contact Margo Dronek (Deaf-Blind) at (213) 620-5097, Jack Hazekamp (Visual Impairments) at (916) 657-3213, Jules Spizzirri (Hearing Impairments) at (213) 620-5042, Janine Swanson (Severe Orthopedic Impairments) at (916) 657-2692 or Jeanne Vlachos (Multiple Impairments) at (213) 620-5095.



# INTRODUCTION



Strategic Implementation Plan - REGIONALIZATION

The first special education program in California was the School for the Deaf and Blind in San Francisco which was founded in 1860. The first integrated public school special education programs in California were begun for visually impaired students in the 1920's. In subsequent years programs for the hearing impaired, visually impaired and physically handicapped were generally only available in larger metropolitan areas of San Francisco, Los Angeles, and San Diego. Following World War II, a proliferation of programs in other areas of the state matched the growing population areas in an attempt to meet the needs of special education students.

In the 1970's three major pieces of legislation emerged: at the state level, the "Master Plan for Special Education"; the federal level, P.L. 94-142, the "Education for All Handicapped Children Act" (now, P.L. 101-476, "Individuals with Disabilities Education Act"); and Section 504 of the Rehabilitation Act of 1973.

It was the intent of the Master Plan to provide for a more regional service delivery model which was of sufficient size and scope to provide for the needs of special education students in the SELPAs. Size and scope standards adopted by the State Board of Education included provisions for these SELPAs to work cooperatively in order to serve students with low incidence disabilities. Program specialists were to be provided to improve the quality of pro-

grams for all special education students. P.L. 94-142 required that all handicapped students receive a free appropriate public education in the least restrictive environment through the provision of a full range of programs for all students, regardless of their district of residence.

Section 504 of the Rehabilitation Act of 1973 provided for equal access for handicapped students to all services provided by any program receiving federal funds, including public school programs.

For many reasons, some of these state and federal provisions did not become a reality for many students with low incidence disabilities. In 1982 as a result of broad community support for addressing even serious problems with programs and services to students with low incidence disabilities, AB 2652 (Moore) was passed. AB 2652 required the Department to develop guidelines for each low incidence disability area, as defined in law; to provide technical assistance to administrators, staff and parent; to monitor the implementation of the guidelines and other related requirements. In 1985 AB 2557 (Papan) and SB 1264 (Seymour) were passed to provide low incidence funding for specialized books, materials and equipment. In 1988 the Department, through a Budget Change Proposal (BCP), secured low incidence funding for specialized services through the use of P.L. 94-142 discretionary funds.





## SUMMARY OF EXISTING PROGRAMS

**I**t is often difficult to appropriately serve students with low incidence disabilities (Deaf-Blind, Hearing Impaired, Severely Orthopedically Impaired, and Visually Impaired) because of the severity of their disabilities, their low prevalence in the school population, their highly specialized needs, and the difficulty of providing adequate funding from state or local sources for specialized programs, services, and materials and equipment. The costs to local education agencies to provide for the unique needs of these students often far exceed funding provided by the state.

The Master Plan for Special Education did not fully recognize these funding and programmatic problems, which had been addressed to some extent in previous funding models. Because of these problems, parents, teachers and administrators have voiced their strong concerns to the department, the Legislature, and the Governor about the difficulty in providing appropriate programs for students with low incidence disabilities.

As outlined in the previous section, legislation has been passed to address some of these concerns through the development and monitoring of the low incidence guidelines, technical assistance from the Department, and low incidence funding for specialized books, materials and equipment as well as for specialized services.

A comprehensive study of programs for students with low incidence disabilities using the state program guidelines for each disability area was completed in 1989 under

a contract from the Special Education Division. An analysis of the data from the study (see Appendix A for a copy of the Executive Summary) reveals that there are serious problems with the service delivery system for this population in California. One of the key issues identified by the study was the need for a range of program options for students with low incidence disabilities. Both federal and state law require that all handicapped students have access to a full range of program options so that students may receive an appropriate education in the least restrictive environment.

The State Board of Education's Policy on Least Restrictive Environment (see Appendix A) fully supports and strengthens this commitment to provide an appropriate program for all students in California.

It has always been difficult to provide a range of program options for low incidence populations in rural areas. For example, many rural SELPAs have only a few students with low incidence disabilities and are often able to provide only one option, usually an itinerant teacher who provides for the specialized needs of students on an intermittent basis. Because of the distances, geography and climate involved, students are often not able to get the intensive services that are needed.

It is even more difficult to serve low incidence students with additional special needs, including bilingual students, students with additional disabilities, and infant and preschool children.



• It was surprising to find that the data from the study indicated that providing a range of program options was a problem not only in rural areas but also in suburban and in urban areas, though it was a problem to a lesser extent. The study also indicated that there are areas of the state that provide more effective and efficient programs through cooperative agreements with other SELPAs and with private agencies.

In addition to the major finding that there is a need for a range of program options, the study identified a number of other problems with the current delivery system including:

- A need for administrators, particularly low incidence program supervisors, to be more knowledgeable about programs for students with low incidence disabilities.
- A need for assessments of students to be more comprehensive and the results more closely related to Individualized Education Programs (IEPs). Assessments need to be conducted by

appropriate personnel.

- A need for adequate numbers of teachers and support personnel who are properly trained.
- A need for specialized inservice for teacher's aides, administrators, support personnel and parents.
- A need to distribute program guidelines developed pursuant to E.C. 56136 and to provide training in their use.
- A need to address the specialized needs of infants and preschool children who have low incidence disabilities.
- A need to address inappropriate caseloads and class sizes in some low incidence programs and services.
- A need to address access to the core curriculum and specialized curriculum needs, including vocational education.
- A need to evaluate the effectiveness of programs, focusing on student outcomes.



## PROBLEM STATEMENT

The final report of the recent study of programs serving students with low incidence disabilities clearly indicates that there is a need for a more regionalized approach to serving this population, i.e. education agencies working together collaboratively to provide a greater range and more appropriate services than they could individually. The report of the California Education Summit states "...a partnership among all educators, parents and the public and private sectors of the community is needed to meet the total needs of students who are at risk of not succeeding in the regular program." Other states have regionalized programs which effectively serve students with low incidence disabilities.

It is difficult to quantify the exact extent of the problem in meeting student needs, since writing necessary programs and services into the IEPs of these students (pursuant to Education Code Section 56345 (b) (7)) and subsequently not providing these services because of a lack of sufficient resources, unfairly places LEAs in noncompliance with state and federal law. This problem is exacerbated by the shortfall in state and federal special education funds, particularly in areas which are experiencing growth in the overall special education population. In addition, because of the severe shortage of qualified personnel, it is very difficult to hire the teachers and support staff necessary to provide needed programs and services even when sufficient resources are available.

In order to address all of these issues, the Special Education Division has taken a leadership position identifying regionalization as an important issue in the Strategic Plan for Special education and by sponsoring a Director's Forum on Regionalization in August, 1990 and a follow up forum in January, 1991.

Participants included selected administrators, teachers, parents, consumers, IHE representatives, and others who hold leadership positions and are knowledgeable about programs for students with low incidence disabilities.

The purpose of the Forums was to develop a comprehensive strategic plan for California which addressed the issues identified in the study through a more regionalized approach.

At the initial Forum, speakers from three of the states which have regionalized programs for students with low incidence disabilities (Illinois, Oregon, and Texas) were invited to share the strengths and weaknesses of their models and to assist us in planning for a regional model or models for California which will meet the unique needs of this state.

Input from the field on plans developed at the Forums has been extremely positive. There is a great deal of interest and support for the need to regionalize as outlined in this strategic implementation plan.



The following are some examples of why providing programs and services to students with low incidence disabilities on a more regionalized basis is an efficient and cost effective approach to meeting the specialized needs of these students.

### *Reduce unnecessary duplication of effort*

One of the key concepts of the Master Plan for Special Education was regionalization of services, i.e., SELPAs are to be of sufficient "size and scope" to provide a range of program options and services to individuals with exceptional needs who reside in the SELPA. Regionalization significantly reduces the amount of unnecessary duplication of effort, including administrative costs. In establishing the original "size and scope" requirements, the State Board of Education recognized the need for SELPAs to join together to serve the low incidence populations. For a variety of reasons (including the difficulty in developing contracts between SELPAs), this did not occur in most parts of the state.

### *Reduce unnecessary costs*

Without needed specialized programs and services, students with low incidence disabilities will continue to be inappropriately served, resulting in unnecessary costs for due process hearings, noncompliance complaint investigations and requests for technical assistance from department staff. Because of recent budget cuts, this impact will likely be greater than

it has been in the past.

### *Provide for equal access to quality programs and services*

Even though it is required by state and federal law, particularly Section 504 of the Rehabilitation Act of 1973, students with low incidence disabilities do not have equal access to programs and services across the state, since the program options available to students and the quality and quantity of services varies widely. This lack of equal access to specialized programs and services inhibits equal access to the core curriculum which is contrary to the recent efforts of the department and the Legislature to improve the quality of, and access to, the District's core curriculum for all students.

### *Provide for a range of appropriate program options*

Because of limited or lack of a range of appropriate program options and the severe shortage of trained teachers, particularly in rural areas, there are no appropriate options for many students with vision and hearing impairments in their local areas.

There is a need for a range of program options for these students, including the state schools for students with sensory impairments. There is no state school option for severely orthopedically impaired students and they are often grouped with other handicapped students who are not their intellectual peers.





*Address the unique needs of students and their parents*

The final report of the recent low incidence study clearly indicates a need for California to explore a more regionalized approach in serving students with low incidence disabilities in order to meet their unique educational needs as well as the needs of their parents and personnel who serve them. If these students do not receive an appropriate education, they will not have an equal opportunity to learn the skills and to develop the abilities necessary to become productive adult citizens. This will result in long term financial and social costs, not

only to the individuals with low incidence disabilities, but to our society as well. For example, one census study indicates that California ranks 30th among states in the proportion of working age persons with disabilities participating in the labor force. More than 60% of disabled people (ages 18-64) are not employed. Estimates are even higher for adults with low incidence disabilities (e.g., over 70% unemployment of visually impaired adults). Clearly we need to do a better job in preparing disabled students for the world of work, particularly students with low incidence disabilities, and we can no longer afford to do otherwise.



## CONCLUSION

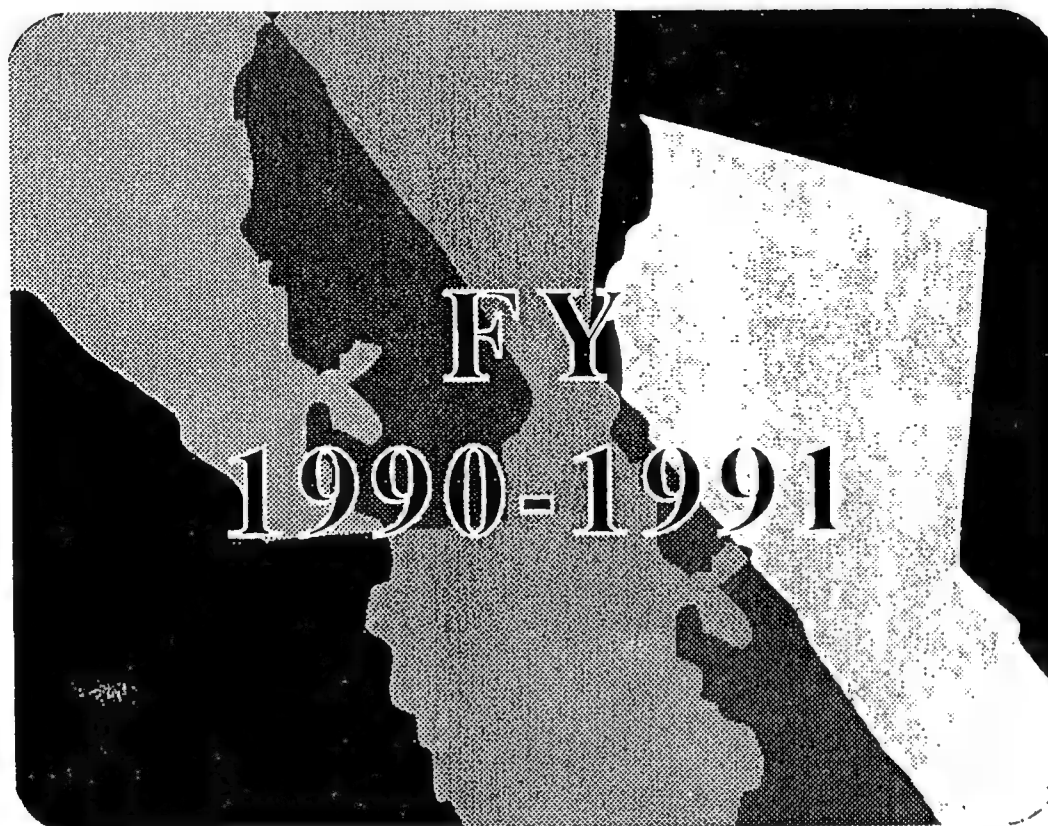
**T**he California Department of Education has taken a leadership role in addressing the needs of students with low incidence disabilities and, through the Director's Forums and other related activities, is currently working closely with the field, including public and private agencies, in making needed changes in the service delivery system through this proposed strategic plan. For Fiscal Year 1991-92, funds have been appropriated to conduct research and development on various models for regionalization of programs for students with low incidence disabilities. We believe this is necessary in order to assure that any changes in the current service delivery system are based on data which shows that it will improve

the effectiveness, including the cost effectiveness, of programs in providing an appropriate education to students with low incidence disabilities in accordance with state and federal law.

The following strategic implementation plan was developed with the invaluable assistance of parents, teachers, administrators, consumers, IHE representatives and others involved in the education of students with low incidence disabilities (see Acknowledgements). The goal of this strategic plan is to improve the efficiency, effectiveness and quality of programs and services for students with low incidence disabilities through regionalization.



# PLANNING YEAR



WHAT	WHEN	WHO	HOW
I. Develop initial draft of strategies for addressing each of the major issues identified in the quality study of programs for students with low incidence disabilities.	March 1990 (Completed - March 1990)	Jack Hazekamp and Low Incidence (L.I.) Consultants (Margo Dronek, Jules Spizzirri, Janine Swanson, and Jeanne Vlachos)	Staff Time Clerical Support
II. Secure input, including additional strategies from other major organizations concerned with students with low incidence disabilities, i.e., SELPA Administrators and LIDAC.	June 1990 (Completed - June 1990)	Jack Hazekamp	Staff Time Clerical Support
III. Develop additional strategies at the Director's Forum on Regionalization.	August 1990 (Completed - August 1990)	Jack Hazekamp Forum Participants	Staff and Participant Time
IV. Disseminate strategies with action plans and other materials developed as a result of the Director's Forum on Regionalization for input from major special education organizations as well as disability specific organizations.(see objective #2)	December 1990 (Completed January 1991)	Jack Hazekamp	Staff Time Clerical Support Travel Expenses





**FY 1990-1991  
Objective 2**

*Conduct a Director's Forum for administrators, specialists, parents and community members to develop specific action plans in order to address administrative, assessment, instructional, and personnel development issues which were indentified in the low incidence quality study.*

WHAT	WHEN	WHO	HOW
I. Develop goals, objectives, tentative agenda, select the site for the Forum, invite speakers, etc.	July 1990 (Completed - July 1990)	Patrick Campbell Jack Hazekamp and L.I. Consultants	Staff Time Clerical Support
II. Select participants which are representatives of administrators, staff, parents and consumers, as well as low incidence disability areas.	July 1990 (Completed - July 1990)	Sandy Curry (LIDAC) Linda Bourgaize SELPA Directors, Jack Hazekamp (CDE)	Staff Time
III. Send invitations, arrange for travel, lodging, meals, materials, equipment, etc.	August 1990 (Completed - August 1990)	Jack Hazekamp	Staff Time Clerical Support Funding for Forum
IV. Conduct follow-up forum to complete draft strategic plan based upon field input. (repeat steps outlined in I and III above)	January 1991 (Completed - January 1991)	Jack Hazekamp L.I. Consultants	Staff Time Clerical Support Funding for Forum



*Develop a comprehensive three year strategic plan which incorporates input from and has the broad based support of the field, the legislature and the Department of Finance.*

WHAT	WHEN	WHO	HOW
I. Pull together action plans from the Director's Forum, develop a goal statement and an outline of the strategic plan.	September 1990 (Completed - Sept. 1990)	Jack Hazekamp	Staff Time Clerical Support
II. Conduct input meetings for the plans developed at the Director's Forum with SELPA Directors, SEACO, Advisory Commission on Special Education, the Fall Conference on Special Education, as well as LIDAC and other disability specific organizations.	January 1991 (Completed - January 1991)	Jack Hazekamp	Staff Time Travel Expenses
III. Develop a draft strategic plan for review and revision at the follow-up Director's Forum, which incorporates input from the field.	January 1991 (Completed - January 1991)	Jack Hazekamp L.I. Consultants	Staff Time Clerical Support
IV. Develop a review draft of the strategic plan for public input at regional meetings conducted around the state.	February 1991 (Completed - March 1991)	Forum Participants Jack Hazekamp L.I. Consultants	Staff/Participants Time and Clerical Support
V. Disseminate draft and conduct regional meetings.	May 1991 (Completed - May 1991)	Jack Hazekamp L.I. Consultants	Staff Time Travel



**FY 1990-1991  
Objective 3**

WHAT	WHEN	WHO	HOW
VI. Develop a final draft for review by the Advisory Commission on Special Education and approval by the Department and develop a plan for dissemination to the field in September 1991.	June 1991 (Completed - June 1991)	Jack Hazekamp, L.I. Consultants	Staff Time Clerical Support



*Secure the enactment of a resolution by the Legislature which expresses the need to address the serious problems relating to the education of students with low incidence disabilities through significant changes in the current service delivery system.*

WHAT	WHEN	WHO	HOW
I. Develop a draft resolution for input at the follow-up Director's Forum.	January 1991 (Completed - January 1991)	Department Staff, including Paul Hinkle	Staff Time
II. Clear through Department and secure legislative sponsor for the resolution.	March 1991 (Completed - April 1991)	Department Staff, including Paul Hinkle	Staff Time
III. Work for enactment of the resolution.	March - August 1991 (Completed - September 1991)	Field	Support for Resolution





WHAT	WHEN	WHO	HOW
I. Provide follow-up and technical assistance to parents, staff and administrators pursuant to EC 56136.	Ongoing	CDE/L.I. Consultants Co-ops/Program Specialists	Staff Time Funding
II. Provide for ongoing monitoring and evaluation of programs, through self-review, on-site specialized quality reviews, CCR follow-up and technical assistance.	Ongoing	SELPA's, Co-ops CDE	Funding for Program Special- ists/Low Incidence Consultant Time
III. Update, disseminate and provide training on low incidence guidelines.	Ongoing	SED, L.I. L.I. Consultants	Low Incidence Consultants Staff Time
IV. Administer and provide technical assistance regarding state low incidence funding for specialized books, materials, and equipment, as well as federal funding for specialized services.	Ongoing	Jack Hazekamp L.I. Consultant	Staff Time Clerical
V. Update and disseminate the low incidence directory as required EC 56137.	1990-91 and every 2 years	SED Staff	Staff Time Clerical



# IMPLEMENTATION - PHASE I



*Secure funding and other resources necessary to conduct pilot programs for: The establishment of regionalized low incidence co-ops. These co-ops would provide more effective programs as well as more equitable access to a full range of program options and services to ensure students have appropriate programs in the least restrictive environment.*

WHAT	WHEN	WHO	HOW
<p>I. Establish and assist Pilot Co-ops</p> <p>A. Develop a sample Abstract Proposal for use by local education agencies in applying for funding to become a pilot co-op. The abstract will include: <i>(Continued on following page)</i></p>	<p>(Completed by July 1991)</p>	<p>CDE/State Advisory Committee - (representative parents, staff administrators, consumers, and teacher trainers- from LIDAC (Total group and disability specific subcommittees), Commission on Special Education, SELPA Administrators (Total group and Low Incidence Committee), State Special Schools, Clearinghouse for Specialized Media and Technology California Deaf-Blind Services, and SED staff</p>	<p>Staff Time Travel Expenses Clerical, Publication/dissemination costs</p>



**FY 1991-1993**  
**Objective 1a**

WHAT	WHEN	WHO	HOW
<ol style="list-style-type: none"> <li>1. Results of a needs assessment (self-review of L.I. programs and services currently provided . (Using disability - specific L.I. guidelines)</li> <li>2. Design of proposed service delivery system (including inservice) that would meet criteria outlined in disability - specific low incidence guidelines.</li> <li>3. A design for evaluating the effectiveness of the pilot in improving the proposed program(s) and services to students, staff, and parents using the disability-specific low incidence guidelines, e.g., coordination with state special school, use of program specialist, parent involvement and communication.</li> </ol>			





**FY 1991-1993  
Objective 1a**

WHAT	WHEN	WHO	HOW
4. Regional Advisory Committee(s) composed of parents, teachers, administrator, and consumers in the disability area(s) covered by the plan.			
5. Budget			
6. Assurances and necessary regional signatures			
B. Conduct regional meetings to provide training and technical assistance to the field in developing abstracts.	July 1991 and September 1991 Proposals due October 1, 1991	CDE and resource bank of disability - specific experts	Staff Time Travel Expenses Clerical
C. Review abstracts and select pilot sites	December 1991	State Advisory Committee CDE	Staff Time Travel Expenses Clerical
D. Begin implementation of pilot sites.	January 1991	Pilots	As outlined in Abstract
E. Pilot sites submit a full RFP (Request For Proposals), i.e., an expansion of the Abstract.	February 1992	Pilots	As outlined in Abstract



**FY 1991-1993**  
**Objective 1a**

WHAT	WHEN	WHO	HOW
<p>II. Provide for a more responsive fiscal model</p> <p>A. Develop a funding formula that is responsive to:</p> <ol style="list-style-type: none"> <li>1. Individual service needs/ weighted factors</li> <li>2. Instructional support services, materials and equipment</li> <li>3. Sparsity /critical mass</li> <li>4. Sharing of equipment (equipment to follow student) MIS/data system</li> <li>5. Transportation needs</li> <li>6. L.I. Program specialists</li> <li>7. Specialized assessment costs</li> <li>8. Additional costs of serving L.I. students through the establishment of a L.I. IPSU and criteria for specialized staff</li> </ol>	<p>Draft by June 1993</p>	<p>CDE to employ consultants to develop funding model. Task force to review and obtain input from field.</p>	<p>BCP, Grant</p>



WHAT	WHEN	WHO	HOW
<p>III. Provide for appropriate class size/case-loads.</p> <p>A. Using pilots to conduct a study - comparison of current programs with the state Low Incidence Guidelines re: caseloads, class size, teacher-student ratio, age range within a special class.</p> <ol style="list-style-type: none"> <li>1. Relate the study to current fiscal model</li> <li>2. Analyze fiscal task force report to determine how support services can be funded outside of instructional service units</li> <li>3. Develop a weighted system to determine class size/caseloads based on data from pilot sites and analysis of fiscal task force report</li> </ol>	<p>June 1993</p>	<p>Pilot programs/CDE</p>	<p>Funding through</p> <ul style="list-style-type: none"> <li>- BCP</li> <li>- Grant</li> </ul>



**FY 1991-1993  
Objective 1a**

WHAT	WHEN	WHO	HOW
IV. Provide for the evaluation of program effectiveness based upon student outcomes.			
A. Conduct national survey on the use of student outcomes for low incidence students in the areas of: 1. Academics 2. Social/emotional 3. Economic/community	July 1992	CDE, IHIEs	Staff Time Grant Doctoral Candidate(s)
B. Develop California student outcomes.	1991-1993	CDE/State Advisory Committee	Staff Time Field Participation Travel Expenses
C. Develop criteria for related services. Include a monitoring process to determine resumption of related services as needed (to be included in revised program guidelines).	1991-1993	CDE/State Advisory Committee	Clerical Publication Costs
D. Develop a transition model to: 1. Provide follow along and follow up to monitor student and track graduates.	June 1993	CDE/California Department of Rehabilitation	Submit a BCP



WHAT	WHEN	WHO	HOW
<p>2. Develop closer relationships with Department of Rehabilitation for student transition to the adult world.</p> <p>3. Develop MIS system for transitioning.</p> <p>4. Develop model ITP for low incidence students.</p>			
E. Increase pool of personnel and ensure resources are available for quality reviews of L.I. programs/CCRs.	August 1993	CDE, IHEs, State Schools, SELPAs	Staff Time Field Participants
F. Identify a pool of program specialists to evaluate program effectiveness.	December 1991	CDE	Staff Time Clerical
G. Develop a process and materials to assist administrators in determining teacher effectiveness.	July 1992	CDE, IHEs Regional Staff	Staff Time Travel expenses Clerical
H. Evaluate home-school communication systems.	July 1992	CDE	Staff Time Clerical Publication of Survey ,Dissemination



FY 1991-1993  
Objective 1a

WHAT	WHEN	WHO	HOW
V. Define caseloads of infant/preschool children.			
A. Compare current legislation (infant/preschool guidelines) with low incidence guidelines and make recommendations for revisions.	June 1991 (Completed for SOI guidelines June 1991)	CDE	Staff Time
B. Distribute findings of Low Incidence infant study and request recommendations from the field.	December 1990	CDE	Staff Time Clerical Publication/Dissemination Cost





*Secure funding and other resources necessary to conduct pilot programs for: The provision of preservice and inservice which meet the specialized needs of parents, teachers and administrators responsible for services to students with low incidence disabilities.*

WHAT	WHEN	WHO	HOW
<p>I. Provide preservice for L.I. teachers, administrators, related services personnel, and allied health field personnel.</p> <p>A. Develop collaboration between SELPAs, LEAs, Co-ops, IHEs, state school, community colleges, consumers.</p> <p>B. Develop advisory boards to assist IHEs in each L.I. area.</p> <p>C. Help IHEs develop a teacher recruitment module that includes:</p> <ol style="list-style-type: none"> <li>1. current resources</li> <li>2. information packet on L.I.</li> <li>3. Disseminate module</li> </ol> <p>D. Assist IHEs to develop a plan to provide financial aid to increase the number of L.I. teachers.</p>	<p>June 1992</p> <p>January 1992</p> <p>December 1993</p> <p>April 1994</p> <p>September 1993</p>	<p>State Level, Staff CSPDAC</p> <p>State Level, Staff SELPA</p> <p>IHE/CDE, CTC, CSPDAC, and Advisory Boards</p> <p>Co-ops/regional coordinating council</p> <p>IHEs/CDE</p>	<p>Funds to release state level staff (P.L. 94-142 discretionary)</p> <p>Travel Expenses</p> <p>Duplication and Clerical Time</p> <p>Duplication and Clerical Time Mailing Costs</p> <p>Stipends, federal grants</p>



**FY 1991-1993**  
**Objective 1b**

WHAT	WHEN	WHO	HOW
E. Assist agencies, individuals and organizations in grant writing, federal and private.	On going	IIEs/CDE	Travel Clerical Time
F. Assist IHEs in developing L.I. preservice specific training at various levels for: 1. Administrators 2. Teachers 3. Program Specialists 4. Related service provider 5. Support personnel, interpreters, braille transcribers, bilingual readers, personal assistants	June 1994	L.I. Advisory Board	
G. Assist IHEs in improving L.I. Preservice in required "regular education" special education course at IIEs.	June 1993	IIEs/CDE	Travel Expenses



WHAT	WHEN	WHO	HOW
<p>II. Provide inservice for teachers, parents, school administrators, and agency representatives</p> <p>A. Develop needs assessment tool for L.I. areas based on individual needs and L.I. guidelines.</p> <ol style="list-style-type: none"> <li>1. Disseminate tool</li> <li>2. Develop inservice plan</li> </ol> <p>B. Provide comprehensive inservice training to include all team members and support staff utilizing:</p> <ol style="list-style-type: none"> <li>1. Distance education</li> <li>2. Telecommunications</li> <li>3. Group learning</li> <li>4. Mentor teachers</li> <li>5. Internships</li> </ol> <p>C. Develop general awareness handbook on L.I. for teachers, assessors and administrators</p>	<p>June 1992</p> <p>October 1992 December 1992</p> <p>October 1994</p> <p>June 1993</p>	<p>CDE, CSPDAC Advisory Board</p> <p>Co-ops</p> <p>CDE, CSPDAC, Co-ops, and Advisory Board</p> <p>CDE/IHE's State Advisory Com- mittee</p>	<p>Reserve part of staff development funds for low incidence teacher training</p> <p>Reserve part of staff development funds for low incidence teacher training</p> <p>Reserve part of staff development funds for low incidence teacher training</p>



**FY 1991-1993  
Objective 1b**

WHAT	WHEN	WHO	HOW
D. Develop follow-up training in classrooms	June 1993	Co-ops, Program Specialists	P.L. 94-142 Staff development set aside funds
E. Develop training on how to do self reviews for co-ops using L.I. guidelines	June 1993	CDE/Co-ops	BCP Funding to hire consultant to train
F. Add component in Staff Development Plan for parent training for L.I. parents in: <ul style="list-style-type: none"> <li>1. Accessing special education systems</li> <li>2. Advocacy</li> <li>3. IEPs</li> <li>4. Parent empowerment</li> <li>5. Available resources</li> <li>6. Program options</li> </ul>	June 1992	Local Co-ops CSPDAC, LIDAC	Staff development funding in SELPAs for parent education



WHAT	WHEN	WHO	HOW
G. Develop inservice for regular educators to facilitate the child's transition from isolated campus to an integrated program, e.g., from an elementary to junior high school or high school.	June 1993	Advisory Group, CDE, TRCCI, PEERS, and CSPDAC	Travel Expenses
II. Work with ACSA, CTA and other organizations as appropriate at the state level.	Ongoing	CDE Staff	Staff Time
I. Developing consultant bank for providing inservice on L.I.	1991-1994	CDE Staff, RISE Co-ops, Advisory Board	BCP Staff Time Clerical
J. Develop Special Education Innovative Institutes - Low Incidence sessions that are guaranteed even if attendance is low.	June 1991 (Completed May 1991) June 1992 June 1993	SEI staff, CDE, Advisory Committee	Scholarships Funding



**FY 1991-1993  
Objective 1b**

WHAT	WHEN	WHO	HOW
<p>K. Develop inservice packet on early childhood low incidence areas for:</p> <ol style="list-style-type: none"> <li>1. Legislators on Infant/Pre-school regarding the value of early education for L.I. children.</li> <li>2. District and other administrators regarding the value of early education for L.I. children.</li> <li>3. HIE -early education faculty on L.I. issues.</li> <li>4. IHE-L.I. faculty on early education issues.</li> </ol>	1991-1994	CDE, Advisory Comm. /HIEs Early Childhood Special Education (ECSSE) workgroups	Early Childhood P.L. 99-457 funding
L. Support legislation for low incidence early education infant programs.	1991-1994	CDE, L.I. Groups	Staff Time





*Secure funding and other resources necessary to conduct pilot programs for: The local and regional provision of comprehensive assessments of students in all areas related to their disabilities in accordance with the low incidence guidelines.*

WHAT	WHEN	WHO	HOW
<p>I. Develop options for meeting the disability-specific assessment needs of students and LEAs.</p>			
<p>A. Conduct a disability-specific survey of resources including personnel with specific expertise, e.g., bilingual/bicultural staff.</p>	December 1992	SED/State Special School Assessment Center Staff, SELPA Administrators, SEACO	Staff Time Travel Expenses
<p>B. Review evaluation data of the assessment delivery system within pilot co-ops.</p>	1991-1994	SED/State Special School Assessment Center Staff and State Advisory Committee	BCP Technology Funding Travel Expenses
<p>C. Develop evaluation criteria for piloting assessment models.</p>	1991-92 and 1992-93	SED/State Special School Assessment Center Staff and State Advisory Committee	BCP Technology Funding Travel Expenses



**FY 1991-1993**  
**Objective 1c**

WHAT	WHEN	WHO	HOW
<p>D. Pilot various models of assessment, e.g.:</p> <ol style="list-style-type: none"> <li>1. State Special Schools</li> <li>2. SELPA/Field</li> <li>3. IIE (Teacher training)</li> <li>4. Co-op</li> <li>5. State level orthopedically impaired assessment center</li> </ol>	<p>1991-1993</p>	<p>SED/State Special Schools  Assessment Center  Staff and State  Advisory Committee  IIE's, SELPA</p>	<p>BCP/Grant  Staff Time  Travel Expenses</p>



*Develop specialized curriculum materials, instructional strategies and curriculum based assessment materials which will ensure the equal access of low incidence students to the core curriculum as well as other specialized disability - specific curriculum needs.*

WHAT	WHEN	WHO	HOW
<p>I. Define/develop standards and adopt:</p> <ul style="list-style-type: none"> <li>A. Credentials/competencies; experience for assessment personnel</li> <li>B. Core/specialized curriculum</li> <li>C. Curriculum based assessment</li> <li>D. Define Elements of a comprehensive assessment including a report which recommends appropriate instructional services, methods</li> <li>E. Student outcomes evaluation component</li> <li>F. Service delivery system standards</li> </ul>	September 1993 (rough draft)	<p>Representative Task Forces in each area of Low Incidence disability with crossover:</p> <ul style="list-style-type: none"> <li>- Parents</li> <li>- Teachers</li> <li>- Specialists</li> <li>- Administrators</li> <li>- Consumers</li> <li>- Full-time SED consultant/coordinator</li> </ul>	<p>Travel funds</p> <p>Clerical Support</p> <p>SED Consultant time in each Low Incidence area.</p> <p>Use existing materials, research exemplary program practices seek grant</p> <ul style="list-style-type: none"> <li>- Gallaudet Research Institute</li> <li>- BCP</li> <li>- Regional Resource Center</li> </ul>
<p>II Disseminate draft to filed for input:</p> <ul style="list-style-type: none"> <li>A. Commission on Special Education</li> <li>B. SEACO/SELPA administrators</li> <li>C. IHEs</li> <li>D. Professional organizations</li> <li>E. Parent organizations</li> <li>F. Regional Input sessions</li> <li>G. CTC</li> </ul>	Completed by 1993	CDE/Task Force	<p>Mailing expenses</p> <p>Travel expenses</p> <p>Clerical support</p> <p>Duplication</p>
<p>III Develop final document after CDE policy and legal review</p>	September 1993	CDE/Task Force	<p>Staff Time</p> <p>Clerical support</p>



# IMPLEMENTATION - PHASE II



WHAT	WHEN	WHO	HOW
I. Review evaluation data from pilot programs conducted in 1991-93.	1993-1994	CDE State Advisory Committee	Staff Time Travel Expenses
II. Develop proposals for any needed changes in legislation and/or funding, based on the data from the pilots.	1994	CDE State Advisory Committee	Staff Time Travel Expenses



WHAT	WHEN	WHO	HOW
I. Disseminate materials developed. (see FY 1991-93, Objective #2)	September 1993	Training Teams	Task Force CSPDAC
II. Provide regional trainings, Fall Conference summer/spring institutes.	September 1993 - June 1994	CDE/Low Incidence Experts in the field	Staff Time Travel Expenses
III. Develop Training Videos based upon the materials developed. (see FY 1991-93, Objective #2)	1994	CDE/Advisory Committee	Apply for Grants, BCP, etc.
IV. Provide follow-up technical assistance and support.	Ongoing	CDE/State School Staff Participants Implementors, CCR Training Teams Students/Parents	Grants, BCP, Etc.

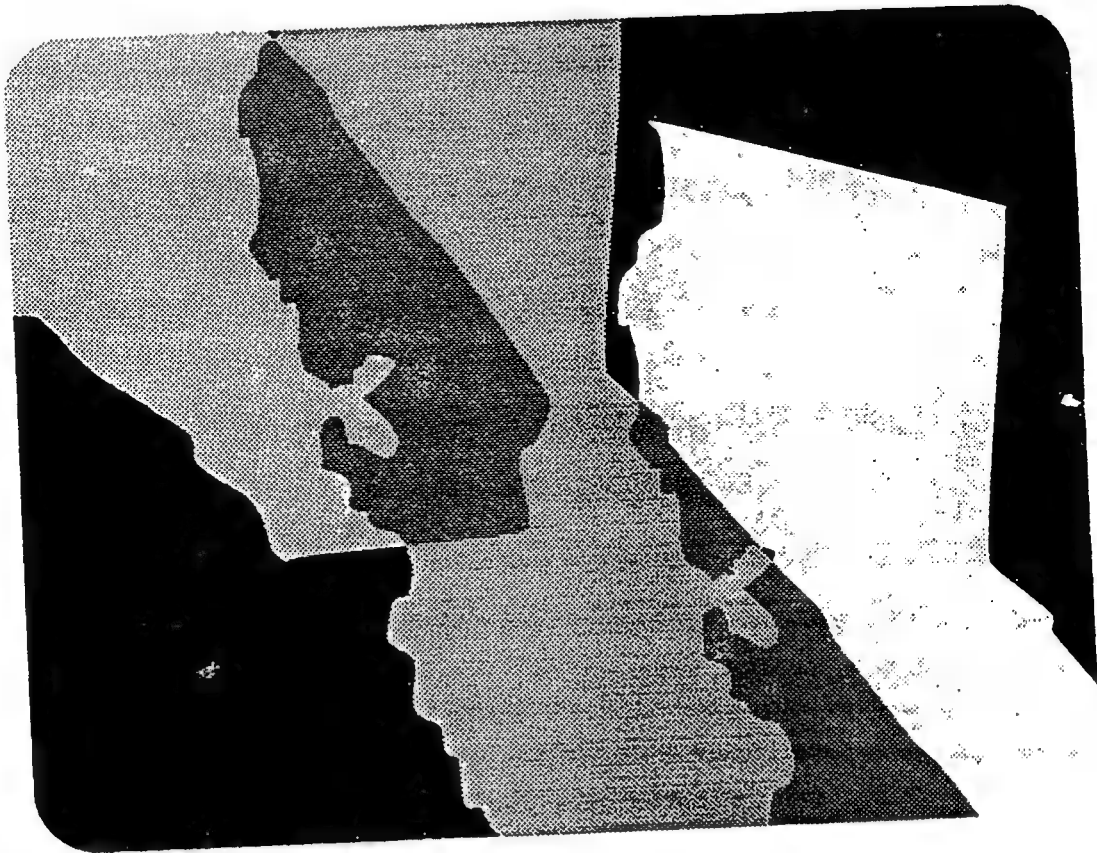




WHAT	WHEN	WHO	HOW
1. Develop and maintain a computerized directory of resources (through Special-Net/SchoolCom) which is linked to other data bases including the low incidence directory.	June 1994	CDE Advisory Committee	Staff Time Funding through Grant/BCP/User fees



# APPENDIXES



## APPENDIX A RESOURCES-REGIONALIZATION

The following materials relate to the concept of regionalization as outlined in this Strategic Implementation Plan which may be available through your district, county office, SELPA or professional/parent/consumer organization:

1. CALIFORNIA STRATEGIC PLAN FOR SPECIAL EDUCATION
2. EXECUTIVE SUMMARY - LOW INCIDENCE DISABILITY PROGRAM QUALITY STUDY
3. DIRECTORY OF PILOT PROGRAMS FOR REGIONALIZATION (AVAILABLE JANUARY 1992)
4. STATE BOARD POLICY ON LEAST RESTRICTIVE ENVIRONMENT

If any of the materials are not available through these local sources, please complete the following and mail to:

Jack Hazekamp, Consultant  
Special Education Division  
721 Capitol Mall, Room 649  
P.O. Box 944272  
Sacramento, CA 94244-2720

Please send a copy of:

- ☐ California Strategic Plan for Special Education
- ☐ Executive Summary - Low Incidence Disability Program Quality Study
- ☐ Directory of Pilot Programs for Regionalization (available January 1992)
- ☐ State Board Policy on Least Restrictive Environment

Name/Title \_\_\_\_\_

Organization/Street \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_



## Order Form for Low Incidence Program Guidelines

**I**n response to legislative requirements, the California State Department of Education has developed guidelines for individuals with low incidence disabilities:

- *Program Guidelines for Severely Orthopedically Impaired Individuals*
- *Program Guidelines for Visually Impaired Individuals*
- *Program Guidelines for Hearing Impaired Individuals*
- *Program Guidelines for Individuals who are Deaf-Blind*

## Order Form

To: California Department of Education  
P.O. Box 271 • Sacramento, CA 95802-0271

Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City State Zip

ISBN	Title and date of publication	No. of copies	Price per copy	Total
0-8011-0309-6	<i>Program Guidelines for Hearing Impaired Individuals (1986)</i>		\$ 6.00	
0-8011-0258-8	<i>Program Guidelines for Severely Orthopedically Impaired Individuals (available 1992)</i>		6.00	
0-8011-0310-2	<i>Program Guidelines for Visually Impaired Individuals (1987)</i>		6.00	
0-8011-0310	<i>Program Guidelines for Individuals who are Deaf-Blind (1990)</i>		6.00	

California residents add sales tax.....

Total amount.....

\$

\$

Please complete mailing label below and return with order form.

Make checks payable to:  
California Department of Education

NOTE: Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies in California. Special agency invoices or voucher forms will not be accepted.

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Strategic Implementation Plan - REGIONALIZATION

## APPENDIX B ACRONYMS USED IN THIS DOCUMENT

**ACSA** - Association of California School Administrators, an organization of administrators of educational programs.

**AFT** - American Federation of Teachers, a teacher organization.

**BCP** - Budget Change Proposal, submitted to the legislature to receive additional funds for a specific purpose.

**CCR** - Coordinated Compliance Review - a process to review compliance of programs with state and federal mandates.

**CDBS** - California Deaf-Blind Services provides assistance to educators and parents of deaf-blind students in California

**CDE** - California Department of Education - state agency responsible for education. Units within CDE include the Special Education Division (SED), State Special Schools and the Clearinghouse Depository.

**CSPDAC** - California State Personnel Development Advisory Committee, advisory to the California Department of Education.

**CTA** - California Teachers Association, a teacher organization.

**CTC** - Commission on Teacher Credentialing, the state agency responsible for certification of teachers and other staff.

**CYA** - California Youth Authority, serves incarcerated youth

**D-B** - Deaf-Blind

**EC** - Education Code, sections of state law dealing with education

**FY** - Fiscal Year, from July 1 to June 30

**HI** - Hearing Impaired

**IEP** - Individualized Education Program

**IHE** - Institution of Higher Education - Colleges or Universities which train staff to work with students with low incidence disabilities.

**LEA** - Local education agency

**L.I.** - Low Incidence (see definition on page iii)

**L.I. Consultants** - staff in the Special Education Division who have expertise and experience in the education of students with low incidence disabilities

**LIDAC** - Low Incidence Disabilities Advisory Committee, group representing parents, staff, trainers, teachers, consumers and administrators of programs for students with low incidence disabilities.

**PEERS** - Providing Education for Everyone in Regular Schools, provides assistance in the integration of individuals with severe intellectual disabilities.

**RPF** - Request for Proposals for funding specific projects.

**RiSE** - Resources in Special Education, provides assistance, maintains a lending library and publishes SpecialEDge



**SEACO** - Special Education Administrators of County Office, An organization of administrators of special education programs operated by county offices of education.

**SED** - Special Education Division, a unit within the California Department of Education.

**SEII** - Special Education Innovation Institute, provides intensive courses on current topics in special education.

**SELPA** - Special Education Local Plan Area, regional service area responsible for special education within a geographic area as outlined in each SELPA's local plan for special education.

**SELPA Administrators** - An organization of administrators of SELPAs.

**SOI** - Severely Orthopedically Impaired

**TRCCI** - Training Resources for Curriculum and Community Integration, provides assistance in integration of individuals with severe intellectual disabilities.

**VI** - Visually Impaired

